

University of Texas Bulletin

No. 2513: April 1, 1925

Group Study Courses
in the
Extension Teaching Bureau
of the
Division of Extension



PUBLISHED BY THE UNIVERSITY FOUR TIMES A MONTH, AND ENTERED AS
SECOND-CLASS MATTER AT THE POSTOFFICE AT AUSTIN, TEXAS,
UNDER THE ACT OF AUGUST 24, 1912

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

DIRECTORS OF GROUP-STUDY COURSES

WILLIAM JAMES BATTLE, PH.D., D.C.L., *Professor of Classical Languages.*

KILLIS CAMPBELL, PH.D., *Professor of English.*

LILIA MARY CASIS, M.A., *Professor of Romance Languages.*

LLOYD LORING CLICK, PH.D., *Adjunct Professor of English.*

DELMAR GROSS COOKE, PH.D., *Adjunct Professor of English.*

THOMAS W. CURRIE, M.A., D.D.

FREDERICK EBY, PH.D., LL.D., *Professor of the History of Education.*

ALEXANDER CASWELL ELLIS, PH.D., *Professor of the Philosophy of Education.*

GEORGE CHARLES MARIUS ENGERRAND, M.A., *Licentiate in Botany and Geology, Associate Professor of Anthropology; Curator of Collections in the Bureau of Economic Geology.*

RAYMOND EVERETT, B.A., B.S. IN ARCH., *Associate Professor of Free-hand Drawing and Painting.*

MARY EDNA GEARING, *Professor of Home Economics.*

SAMUEL EDWARD GIDEON, *Associate Professor of Architectural Design and Architectural History.*

REGINALD HARVEY GRIFFITH, PH.D., *Professor of English; Curator of the Wren Library.*

ELLWOOD GRISCOM, JR., M.A., *Associate Professor of Public Speaking.*

MAX SYLVIVS HANDMAN, PH.D., *Professor of Sociology.*

HOWARD MUMFORD JONES, M.A., *Associate Professor of Comparative Literature.*

ROBERT ADGER LAW, PH.D., *Professor of English.*

JOHN AVERY LOMAX, M.A., *Secretary of the Ex-Students' Association.*

EDWARD KARL MCGINNIS, B.A., J.D., *Associate Professor of Business Administration.*

JOSEPH GREGORY MAYTIN, M.A., *Instructor in Government.*

JAMES NEWTON MICHIE, B.S. IN ENG., M.A., *Adjunct Professor of Applied Mathematics.*

MRS. CHARLES JOE MOORE, B.S., B.A., *Acting Chief of the Bureau of Visual Instruction in the Division of Extension.*

LAURA MURRAY, *Chief of the Bureau of Trades and Industries, Division of Extension.*

CALEB PERRY PATTERSON, PH.D., LL.B., *Associate Professor of Government.*

LEONIDAS WARREN PAYNE, JR., PH.D., *Professor of English.*

DANIEL ALLEN PENICK, PH.D., *Professor of Classical Languages; Chief of the Bureau of Extension Teaching, Division of Extension.*

FLEMING ALLEN CLAY PERRIN, PH.D., *Associate Professor of Psychology.*

CHARLES WILLIAM RAMSDELL, PH.D., *Professor of American History.*

FRANK LEFEVRE REED, F.A.C.M., *Professor of Music.*

AARON SCHAFER, PH.D., *Adjunct Professor of Romance Languages.*

MRS. LOTA MAY SPELL, PH.D., *Garcia Collection Assistant in the Library.*

AMANDA STOLTZFUS, L.I., *Lecturer on Rural Education, Division of Extension.*

LOIS PHILIP WARE, M.A., *Instructor in English.*

JAMES BLANTON WHAREY, PH.D., *Professor of English.*

GROUP-STUDY COURSES

GENERAL INFORMATION

The Division of Extension offers a plan of correspondence instruction known as group-study or program courses for clubs. The courses are planned for a group of persons who wish to follow a definite series of programs covering a year's reading or study.

GENERAL STATEMENT OF THE PLAN

A full group-study course consists of programs for a year's study and reading, a reference library of from five to thirty books on the topic chosen, and a lecture by the director of the course. A club may apply for the programs and library alone if the lecture is not desired. The primary object of this work is to encourage clubs to center upon some definite course instead of scattering their energies over several more or less disconnected topics during the year. The directors have prepared suitable programs for the courses; and, as far as possible, they will answer such questions or clear up such difficulties as may arise in the progress of the work. No University credit is granted on group-study courses.

The programs vary according to topics and the individual tastes of the directors, who are University teachers and specialists in the fields in which they offer courses. The plans call for from eight to twenty-four programs, dependent upon the nature of the work, the average number being sixteen, or two a month for the usual club year from October to May. These may be subdivided by the clubs to cover additional meetings if desired. Two carbon copies of the programs are furnished in each course. The programs are usually sent out within two or three weeks after the club's application has been received.

The library consists of from five to thirty books, to which references are made in the programs. In some cases important text-books only are given, the club being expected to purchase such parallel books as may be needed for reading in connection with the programs. In other cases general reference books are furnished, and the club members are asked to purchase copies of the basic text-book. Because of the loss of books, the libraries will sometimes vary from the references in the programs. The University merely undertakes to furnish, a small, well selected set of books which will enable the club to do profitable study on the course chosen. The library is lent to the club for the entire season. The University pays express charges one way, and the club pays them the other way. The group-study libraries are shipped usually between September 15 and October 1, sets being held in the office during the summer months for revision.

The lecture, which is always on some topic closely related to the work of the course, may be given at any time in the club year that is convenient to the club and the director. In addition to the formal lecture which may be given to the club and its invited guests, or free to the public, or with admission charge, the director will also, if desired, give an informal talk to the club members, either on the afternoon before or the morning after the formal lecture. In the informal talk the lecturer will endeavor to clear up such difficulties as the club may have met with in the progress of the course. If an admission fee is charged for the public lecture the entire proceeds go to the club. The University pays the traveling expenses of the lecturer; but the club is expected to entertain him during his visit—that is, secure hotel or private home accommodation for him. The club must also make all local arrangements for the lecture. The lecture is entirely optional with both the club and the lecturer. Most of the directors of courses find it impossible to give the lecture.

FEES

Full course, including the lecture, \$25.

Programs and library alone, \$10.

Programs only, \$5.

FOR WHOM INTENDED

This work is intended primarily to meet the needs of literary, debating, and library clubs, mothers' clubs, high-school faculties and teachers' clubs, young people's societies and Y.M.C.A.'s, organizations of bank clerks and business men, commercial clubs, labor unions, farmers' institutes, etc. Any group of five persons may form a club, select a leader or corresponding secretary, and make application for a group-study course. Former students and alumni of the University are specially urged to organize groups for some special topic of study in which they may be interested.

Superintendents of schools will find some of the group-study courses exceedingly helpful in conducting their regular monthly institutes, and in many cases the lecture may be so timed as to supply the school with a commencement speaker without additional expense to the school.

RULES AND RESTRICTIONS

(1) Not less than five persons may constitute a group-study club. No maximum limit has been set, but a definite statement of the number of persons in the group should be made with each application, and any change in the size of the group should be reported to the Bureau of Extension Teaching.

(2) Each club must appoint a secretary, whose duty it shall be to handle all group-study correspondence with the Bureau. Individual club members should not write for special information with regard to the work, as the office cannot file personal correspondence.

(3) A special application blank, which is sent from the office, must be filled out in detail by the secretary of the group. No application will be considered binding until made out on the official blank, and the University reserves the right to reject any application. In making an application, it would be well for each club to name first and second choice of topics. Applications will be considered in the order of their receipt.

(4) Combinations of topics are not prohibited, but the regular fee will be charged for each topic chosen, and a separate application must be made for each. In many cases clubs may desire to take one topic under University direction and arrange to alternate this with other phases of their year's work under local leaders or committees without University direction. *Under ordinary circumstances, however, the best results will be obtained if the group concentrates its efforts on one topic.*

(5) The number of libraries on each topic is limited. Clubs, therefore, will do well to apply early in the spring for a course for the next session, so as to insure the reservation of the library on the topic of their choice.

The list of topics given may be increased from time to time, and persons who are interested in special topics not here mentioned should correspond with the Chief of the Extension Teaching Bureau.

ANNOUNCEMENT OF TOPICS FOR GROUP-STUDY COURSES

ART, RELIGION, AND LITERATURE

STUDIES IN ARCHITECTURAL HISTORY.

The study will include the architectural development from the Egyptian period to modern times; the effects of political, economic and local conditions; the influence of materials, climate, and structural systems; and the evolution of architectural forms. The lectures will be illustrated by means of lantern slides, photographs, and drawings.

MR. GIDEON.

APPRECIATION OF MUSIC.

This course is designed to supply a basis for the higher appreciation of music; to elevate the enjoyment of music from the merely sensuous and crudely emotional response to intelligent appreciation of music as an art and as a medium of thought. It is considered that this line of study will be valuable to any group of earnest music lovers who may wish to increase their understanding of music.

This course is especially recommended to music clubs, to music sections of literary societies, or to groups of individuals who are united by their common interest in the subject. Such groups should have among their number pianists and singers who are able by previous training to perform musical examples of the several topics. The reference library will consist of a number of critical and historical books and a small amount of representative music. The lectures in connection with this course will be illustrated on the piano.

MR. REED.

STUDIES IN THE NEW TESTAMENT.

It is the purpose of this course to present an outline study of each of the twenty-seven books in the New Testament. These studies, of course, can be taken either with the idea of completing the entire New Testament, or of simply making a study of any particular book in the group.

The outlines are prepared in multigraphed form, and with them will be presented a suggested bibliography for parallel reading, and a general set of questions to guide the leaders of the group. When desired, arrangements may be made for the director to deliver a lecture covering the study.

MR. CURRIE.

FOLK-LORE AND BALLADRY.

During the last few years much interest has been manifested throughout the South in the literature of the folk. In Missouri,

Texas, Kentucky, North Carolina, and Virginia, State Folk-Lore Societies have been formed; South Carolina, Alabama, and Mississippi will likewise soon form state organizations. The course of Folk-Lore and Balladry is intended to meet the popular demand for instruction in this and kindred topics. As a background for the work, a course of reading will be recommended somewhat varied in length, so as to fit individual needs. In this reading, necessarily including information on the fundamental topics of folk-lore, special stress will be laid on the English ballad and its survivals in America; and some attention will be paid to the folk-songs native to this country. The main purpose of the course will be to encourage collections of local material, in an effort to make a comprehensive ballad and folk-lore survey of Texas. Unless otherwise requested, the lectures will deal with the ballad.

MR. LOMAX.

GREEK DRAMA IN TRANSLATION.

The extant plays of Aeschylus, Sophocles, Euripides, and Aristophanes will be read in translation. There will be a study of the development of the Greek drama, both tragedy and comedy, including a thorough appreciation of the authors mentioned above. No knowledge of Greek is required, but the translation will be interpreted by one who has the first-hand knowledge and appreciation. Every one interested in the dramatic literature of his own language should be familiar with Greek masterpieces, which are its foundation. Should the demand justify it, courses can be offered in the same way in the Greek Epic and in the Greek Lyric.

MR. PENICK.

MASTERPIECES OF ANCIENT COMEDY.

This course covers the religious origin of Comedy among the Greeks, and its relation to tragedy. The first topic will include the "Old Comedy" of Aristophanes and the "New Comedy" of Menander as known through the Latin translations of Plautus and Terence. Assigned reading will be in handbooks and selected plays of Aristophanes, Plautus, and Terence in English translation.

MR. BATTLE.

THE FRENCH NOVEL OF THE NINETEENTH CENTURY.

This course will cover the history of the French novel in the nineteenth century. It will consist mainly in the reading of from twelve to fifteen important or representative novels and short stories in translation, and several volumes of literary history or criticism. The details of the course will be sent upon request.

MR. SCHAFFER.

MODERN SPANISH DRAMA.

The object of this course will be to study the chief tendencies in the Spanish drama since 1880. Representative plays of the following authors will be read in the English translation: Echegaray, Pérez Galdós, Dicenta, Jacinto Benavente, Los Quintero, Linares Rivas, Martinez Sierra, and Eduardo Marquina.

MISS CASIS.

MODERN SPANISH NOVEL.

This course is a consideration of the development of the Spanish novel since 1870. Outlines and reading of some of the principal novels of Pardo Bazán, Palacio Valdés, Pérez Galdós, Blasco Ibañez, Pio Baroja, Ricardo León, Martinez Sierra, and other novelists whose works are available in the English translation will be studied.

MISS CASIS.

LANDMARKS OF SPANISH LITERATURE.

In this course the object of the study will be to seek acquaintance with the principal movements in Spanish literature during the period between 1150 and 1900, and to read appreciatively, in the English translation, some of the representative works. The course will be based on the following books: *Main Currents of Spanish Literature*, by J. D. M. Ford (Henry Holt & Co.); and *Spanish Literature*, by Butler-Clarke (Macmillan).

MISS CASIS.

SHAKESPEARE.

This course consists of a detailed study of one or more plays, with special reference to character analysis, plot structure, and dramatic technique. Some consideration is also given to questions of text, date, and sources of particular dramas. The reference books include a biography of Shakespeare and special critical and historical studies. The topic of the public lecture will be adapted to the specific subject of study.

MR. LAW.

THE ENGLISH ROMANTIC POETS.

The introduction to this course is a brief consideration of the pre-Romantic poets, Burns, Blake, Cowper, and Crabbe. The course itself is a more elaborate study of the five great Romantic poets, Coleridge, Wordsworth, Byron, Shelley, and Keats, whose masterpieces were written within a period of twenty-five years. The purpose of the course is to point out what were the characteristics of thought and style that have given these men rank as the greatest group of poets the world has ever produced within so short a period of time.

General reference books and special critical works will be included in the library on this subject.

MR. GRIFFITH.

TENNYSON.

In this course attention will first be given to the profound changes in political, scientific, and religious thought of the Victorian age. The most important poems of Tennyson will then be studied, and the attempt will be made to show that he is truly representative of the period.

MR. WHAREY.

BROWNING.

Two courses are offered in the poetry of Browning. In the one, a study is made of the minor poems and of two or more of his representative dramas. In the second, the whole time is devoted to the study of *The Ring and the Book*. The library sent out with the course contains ample facilities for the successful prosecution of either course.

MR. WHAREY.

THE ENGLISH AND AMERICAN SHORT STORY.

In this course a study is made of the chief writers of the short story in England and America, including Poe, Hawthorne, Stevenson, and Kipling, and of some of the more recent writers of the short story of the South, including Page, Cable, and O. Henry. Chief emphasis is laid on the interpretation and appreciation of the stories read, but the origin and development of the short story and its relation to other forms of narrative are also considered. The library sent out in connection with this course deals mainly with the history and interpretation of the short story, but also includes several one-volume short-story collections.

MR. CAMPBELL.

THE CONTEMPORARY SHORT STORY: ENGLISH AND AMERICAN.

This course involves a study of the chief English and American short story writers of the twentieth century. It supplements the course on the rise of the short story. Among present-day writers that are considered are Conrad and Galsworthy and Owen Wister and Edith Wharton, but the more recent work of some of the foremost story writers of the last quarter of the nineteenth century, including Kipling and O. Henry, is also considered. The course is especially adapted to clubs that are interested in contemporary literature.

MR. CAMPBELL.

THE NOVEL IN ENGLAND AND AMERICA.

This course is suited to high-school faculties and literary clubs. It involves a study of the leading novelists of England and America, including Defoe, Scott, Jane Austen, Dickens, Thackeray, George Eliot, Hawthorne, Meredith, Stevenson, and Hardy. It is historical in outline, but the main emphasis will be placed upon the interpretation and appreciation of representative works. The library sent out in connection with this course deals with the history and interpretation of prose fiction, and will not ordinarily include the novels read.

MR. CAMPBELL.

THE BRITISH AND THE AMERICAN ESSAY.

The aim of this course is to survey the field of the essay as it has appeared in the English language, from its first master, Francis Bacon, to one of its latest, John Burroughs. An attempt is made to emphasize the varied richness of the essay as a literary form, as it runs the scale of human emotions and human thought. Some idea of the development of English prose as a great instrument for conveying ideas and feelings is striven for; as well as some slight knowledge of the great world movements which form the background of literature, and, in the last analysis, the mould in which most writers are cast.

MR. CLICK.

SOUTHERN LITERATURE.

This course is suitable for community literary clubs or literary societies composed of the faculties or more advanced students in the larger high schools of the State. It will consist of the reading of Southern prose and poetry, paralleled by a study of the historical and social background of the antebellum, the war and reconstruction, and the recent periods in the development of Southern literature. Attention will be restricted to the artistic rather than the forensic or political types of literature in each of these periods. The library will consist of brief anthologies, books of criticism and literary history, and a few volumes of poems. *The Library of Southern Literature* (13 volumes) and *The South in the Making of the Nation* (16 volumes) will be extremely helpful as reference books. They are too bulky and expensive to be sent out by the University, but in most communities sets of the volumes will be accessible.

MR. PAYNE.

AMERICAN LITERATURE.

This course will treat the chief American prose writers and poets exclusive of Southern writers. The aim of the course will be to give a comprehensive view of the types of literature produced in America. Definite assignments of famous books will be made for each program,

and in addition to the regular program assignments a series of ten or more suggestive questions will be prepared for the guidance of the leader. The traveling library furnished with this course will afford ample critical material, but the members of the club will be expected to supply themselves with copies of classics such as Irving's *The Sketchbook*, Emerson's *Essays*, Howells' *The Rise of Silas Lapham*.

MR. PAYNE.

AMERICAN LITERATURE (SPECIAL).

This course is similar to the preceding course, but it is planned on the textbook method. No traveling library will be furnished, but each member of the club will be asked to supply herself with two textbooks—namely, Payne's *History of American Literature* and Payne's *Selections from American Literature*.

MR. PAYNE.

RECENT AMERICAN LITERATURE I.

This course is designed to follow either one of the two preceding courses. It treats the more important recent American poets and dramatists, with assignments for papers and reading, and with questions for general round-table discussions. The traveling library contains books of criticism and volumes of poems and plays by the authors included.

MR. PAYNE.

SURVEY COURSE IN ENGLISH LITERATURE, PART I.

The general purpose of this course will be to give a survey of English literature from *Beowulf* to Milton. The program assignments will be made in the great literary landmarks of the period covered. At least one play by Shakespeare will be included in the course. In general the course will parallel the first half of the regular University course, English 2.

MR. CLICK.

SURVEY COURSE IN ENGLISH LITERATURE, PART II.

The second part of this course will cover the period from Pope to Tennyson. Suggestive questions will be appended to the regular program assignments. In general the course will parallel the second half of the regular University course, English 2.

MR. CLICK.

THE LITERATURE OF LETTERS.

The art of letter-writing is sometimes said to be dead. It is not dead. To write good letters is an accomplishment that can never be monopolized by the writers of mere literature, though many of these have been great letter writers.

This course includes a running survey of the great letter writers of England and America. But its chief concern is with a few representative letter writers of these two countries: Lady Mary Wortley Montague, Jane Austen, Charles Lamb, Carlyle, Jane Welsh Carlyle, Elizabeth Barrett Browning, Edward FitzGerald, Robert Louis Stevenson, Mark Twain, etc.

MISS WARE.

CONTEMPORARY POETRY.

The content of this course gives a survey of contemporary poetry. Some twenty representative poets are studied. The aim is to give the students an opportunity to investigate the present-day movement in poetry as revealed through recent poetical productions.

MR. JONES.

THE RECENT ENGLISH NOVEL.

Fiction of undeniable significance in content and form is found in the work of some English novelists of the twentieth century. Particular consideration will be given in this course to: the revival of the mid-Victorian novel form by William De Morgan; the romance of Joseph Conrad; the cold and analytical analysis of John Galsworthy; Wells's speculative social novel; and Arnold Bennet's method of journalistic detail. A number of novels and some books of criticism will be sent out in the traveling library.

MR. COOKE.

THE CONTEMPORARY AMERICAN NOVEL.

A group of recent novels carefully chosen from the works of such writers as Edith Wharton and Willa Cather will be studied in order to show the high literary standards that are being maintained in our country. These will be followed by other works selected chiefly for the clarity with which they illustrate certain social ideas, attitudes toward the national life, or current modes of feeling. Booth Tarkington, Robert Herrick, Joseph Hergesheimer, Sinclair Lewis, may be among those represented here. For those who wish to survey the field more extensively and acquaint themselves with a larger number of writers than it will be possible to treat in the lessons outlined, some books of criticism will be included.

MR. COOKE.

RECENT AMERICAN DRAMA.

A study of representative American plays from Bronson Howard (1870) to the present day. Among the plays assigned for reading are: Augustus Thomas's *The Witching Hour*, Langdon Mitchell's *A New York Idea*, Clyde Fitch's *The Climbers*, Edward Sheldon's *Romance*, and *The Washington Square Plays*. The library will furnish copies of the plays, a reading list, and books of criticism.

MR. PAYNE.

MODERN DRAMA I.

A study of modern drama will be made, consideration being given to the drama of the last fifty years. Modern social, satiric, and romantic drama will receive about equal attention. The prose and poetic plays of Ibsen and the works of Sudermann, Hauptmann, Shaw, Rostand, the Irish writers, Pinero, and others will be the chief materials for study. The library will consist of volumes of the principal plays included in the required reading, and of books of criticism.

MR. JONES.

MODERN DRAMA II.

The drama of social ideas will be studied in the plays of Bjornson, Strinberg, Tolstoi, Tchekov, Becque, Giacosa, Galsworthy, and Barker, poetic drama in the plays of D'Annunzio, Hofmannsthal, Phillips, Yeats, and Peabody, and high comedy in the works of such men as Schnitzler and Wilde.

MR. JONES.

EDUCATION

EDUCATION IN TEXAS.

This course will emphasize some of the more prominent aspects of the educational history of Texas. The course will lead up to a fuller consideration of the present educational needs of Texas.

The work is based on Eby's *The Development of Education in Texas*.

MR. EBY.

CHILD STUDY.

This course may be varied somewhat to meet the needs of special groups. In general, it is suitable for use in the private study of parents' clubs or groups of teachers, or as an outline for teachers' institute work during a school year. It will cover in a simple, practical way the following: how to judge by external signs the internal condition of children with regard to nutrition, fatigue, nervousness, and adenoids; what are the principles governing the growth and development of the body and mind; what are normal and abnormal characteristics of each stage of development, and what treatment is demanded in school and home; what is adolescence, what are its characteristics and what treatment is needed; what suggestions for education do we get from a study of the laws of human growth and development. A reference library, together with several pamphlets and multigraphed outlines prepared by the director, is furnished to the groups undertaking this course.

MR. ELLIS.

VOCATIONAL GUIDANCE I.

This course is designed especially for teachers in the elementary and high schools of Texas.

It is divided into ten units:

The Need for Vocational Guidance.

The Aims of Vocational Guidance.

First Steps in Guidance.

A Study of Occupations.

Studying and Counseling the Individual.

Choosing the Vocation.

Vocational Guidance in Relation to Vocational Education.

School-leaving: causes and prevention.

Employment and Placement.

Organization of Vocational Guidance in your community.

Each unit is subdivided into topics for discussion, readings, surveys, and practical problems for your community.

This course is based upon "The Principles of Vocational Guidance" adapted by the National Vocational Guidance Association. It is a practical course which opens up the great field of vocational guidance opportunities.

MISS MURRAY.

VOCATIONAL GUIDANCE II.

This course is designed especially for study in mothers' clubs.

The purpose of the course is to acquaint the mothers of the need for vocational guidance in the schools in coöperation with the home.

The following topics will be discussed:

The Need of Vocational Guidance in the Schools.

The Aims of Vocational Guidance.

A study of the Various Occupations in the Community.

Coöperation of the Home and the School in the Study of Occupational Opportunities for the Boy and Girl.

A Study of the Adolescent Boy and Girl as a Means of Guidance in Choice of Occupation.

Vocational Guidance in Relation to Vocational Education.

A study of "Back-to-the-School Movement" through vocational guidance.

Employment-placement and follow-up by Home and School.

How Mothers' Clubs can assist a Vocational counselor in the School.

MISS MURRAY.

ANTHROPOLOGY, GOVERNMENT, HISTORY, AND SOCIOLOGY**MAN BEFORE HISTORY.**

Prehistoric Archaeology has unearthed so many facts about our

ancestors of many thousands of years ago that Prehistory and Proto-history forms now a necessary introduction to History itself.

In this course West Europe is taken in special consideration because it is better known, but some attention is also given to Mesopotamia, Egypt, Crete, and early Greece. The evolution of man, from the invention of the crudest stone artifact to the first year of the Christian Era, is studied somewhat in detail, all the principal facts about geographic conditions, Ice Age, life in the caves, early art, the dawn of religion, megaliths, pile-dwellings, being discussed. Eolithic, Paleolithic, Copper Age, Bronze Age, Iron Age are described in regular succession.

MR. ENGERRAND.

EUROPEAN RACES AND NATIONALITIES.

To say that Europe is a museum of races, languages, and nationalities is the same as saying that it is a battlefield of conflicting national aspirations and also of supposed racial aspirations taking the form of Panslavism, Pangermanism, Panlatinism, and even Panturanism. Would it be possible to unite all of those elements into a federation to be called *United States of Europe*? To find out about it is the object of this course.

The course will deal first with the notion of race, the origin of the leading European races, and that of most European nationalities. It will also discuss racial and national character, and it will try to give the opinion of impartial Ethnology as to the much discussed superiority of some races over others. *Nordics, Alpines, Mediterraneans, Dinarics*, and other racial groups; *Slavs, Germanics, Latins, Helleno-Illyrians, Celts, Letto-Lithuanians*, and non-Aryan speaking Europeans (*Basques, Turks, Hungarians, and Finns*) will be studied one after another.

MR. ENGERRAND.

CIVILIZED INDIANS BEFORE THE DISCOVERY OF AMERICA.

A brief review of what modern Archaeology can tell us about those Americans who had reached civilization, or pseudo civilization, at the time of their conquest by the Spaniards. This course gives special attention to the *Pueblo* area and its unique culture, *Mexico* and its sequence of cultures, the *Mayas*, who had the finest culture in America, the *Muyscas-Chibchas* of Colombia, and *Peru*, the country that came nearer realizing the Utopia than any other.

The leading facts about geographic conditions, government, religion, wars, family relations, crafts, dress, daily life, etc., of those peoples will be considered in this course.

MR. ENGERRAND.

SOCIAL ORIGINS.

To discover them we make use of the facts learned through a study of ancient and modern primitive peoples. This course deals with the evolution of *Material Life* (food quest, hunting, fishing, domestication of animals, agriculture, implement making, pottery making, clothing, and dwellings), *Psychical Life* (art, religion, language, science, and literature), *Familial Life* (marriage, family, education, etc), *Social Life* (property, social organization, and justice), and *International Life* (commerce, war, and transportation).

MR. ENGERRAND.

COMPARATIVE GOVERNMENTAL SYSTEMS.

This course is intended for civic clubs, improvement leagues, teachers' clubs, and other groups of people or organizations interested in public questions and civic betterment. It includes a general view of the National and State governments in this country in comparison with the leading governments of Europe. Some attention is also given to the current questions of the day, such as direct legislation, the short ballot, and the control of political parties through election laws. Special attention is given to such parts of the course or such phases of the problems discussed as prove of unusual interest to those taking the course. Correspondence is invited in case the course here announced is not quite what is desired.

MR. PATTERSON.

AMERICAN GOVERNMENT.

This course has been prepared to meet the numerous requests that have come from clubs seeking assistance in planning programs relative to suffrage and citizenship, and to various phases of government organization and functions. Suggestive programs which may be adapted to the needs of each club are outlined, and are accompanied with lists of selected references and subjects for round-table discussion. Topics of special import to women interested in the recently acquired right of franchise and the field of activity thereby opened to them are included. A small, carefully chosen library is furnished with the course.

MR. PATTERSON.

AMERICAN HISTORY (CIVIL WAR AND RECONSTRUCTION), 1860-1876.

This course may be arranged to give the chief emphasis to any one of the following aspects of the history of this period:

(1) *Political History*. The election of 1860; secession of the Southern States; organization of the Confederacy; Lincoln's policies; politics in the North and in the Confederacy; the reconstruction policies of Lincoln, Johnson, and Congress; condition in the South during the reconstruction.

(2) *Military History* (1861-1865). The outbreak of the war; military resources of North and South; preparations for the conflict; campaigns in the East and West, year by year; the blockade and its effects; the "break-up" of the Confederate armies.

(3) *General History*. This will comprise a briefer treatment of the political and military features of the period, and will include also some study of certain constitutional problems of war-time and reconstruction.

Any group or club applying for this course should indicate which one of the above plans is preferred.

MR. RAMSDELL.

INTERNATIONAL RELATIONS IN THE FAR EAST.

Historical background and an acquaintance with the political and international problems of the Far East. Special emphasis will be placed upon the position, interests, and policies of the United States in the Far East. Among the topics to be considered are: early intercourse between the west and east; the policies of the western powers in the east; the conflicts in the Far East; Japan's advance in world politics; Russia's expansion in the Far East; the inauguration of the open door policy; China at the Washington Conference; recent developments in the Far East.

MR. MAYTIN.

THE POLITICAL AND ECONOMIC DEVELOPMENT OF RUSSIA.

The course will deal with the political, social, and economic history of Russia from early times until the present. The main purpose in view is to give a necessary background for the understanding of the Russian Revolution and the probable tendencies in the future development of the country. Among the topics discussed are: The Life of the Early Slavs; The Origin of the Russian State; Introduction of Christianity; Institutional Life of the People; Colonization and Expansion; The Czars and Their National and Foreign Policies; Attempts at Westernization of Russia; The Peasantry and the Nobility; The Revolutionary Movements. The economic tendencies and factors in Russian History will be constantly kept in the background.

MR. MAYTIN.

MEXICO: HISTORICAL AND DESCRIPTIVE.

The historical portions of this course will consist, first of a study of Aztec civilization and the Spanish conquest; secondly, the colonial period of Mexico, showing the relation of California, Arizona, Texas, and Florida to New Spain; thirdly, the war for independence from Spain, and the establishment of the new government; and, fourthly, the history of independent Mexico down to the present. Stress will be laid on the important figures of the last century, such as Iturbide,

Santa Anna, Maximilian, and Diaz. The descriptive portion will consist of a study of Mexico at the present time—the appearance of the country, its natural resources, the character of the people, and their government. The lecture will be illustrated with stereoptican views.

MRS. SPELL.

SOUTH AMERICA: HISTORICAL AND DESCRIPTIVE.

A brief study of the civilization of the Aborigines will be followed by a study of (1) the discoveries, conquests, and colonization of South America by Spaniards and Portuguese; (2) the causes of the progress of, and triumph of the revolutions against, the mother countries; (3) the origin and historical development of the countries of South America; and (4) their present-day culture, government, resources, and international relations. Special stress will be laid on the four chief countries, Brazil, Argentina, Chile, and Peru; but the others will be studied in connection with these four.

MRS. SPELL.

SOCIAL PROBLEMS.

A survey of some of the deep-seated social problems of our time. The specific fields covered are: (1) problems of population, including the growth of population, the Malthusian theory and its modifications, the declining birth rate, birth rates in different social classes, infant mortality, and eugenics; (2) the immigration problem, including the history, causes, advantages, and dangers of immigration, immigration legislation, immigration control, distribution and assimilation, and immigration from the standpoint of the South; (3) a brief outline of the woman problem, woman's changing economic status, the question of economic independence, woman's legal and political status, equal suffrage, etc.; (4) marriage and divorce with special reference to the ethics of divorce and divorce legislation, the ecclesiastical *versus* the secular views of marriage, etc.; and (5) if desired, some reading in the recent literature of the race problem in America.

MR. HANDMAN.

THE WOMAN PROBLEM AND THE WOMAN MOVEMENT.

The woman problem, so called, takes rank with the labor problem and the problem of war and peace as one of the basic social and economic problems of modern times. No transformation in modern society has been more striking or fraught with more significance than the change during the past half century in the political, legal, economic, and social relations, the character, the education, and the ideals of women—a change brought about by, and summarized under, "the woman movement." This movement, a part of the great evolution of democracy and of democratic ideals, has gained such momentum

that it will, beyond possibility of doubt, continue, with profound significance not only for the men and women of the present generation but for those to come after.

It is the purpose of this course to survey this problem and movement, as well as may be done in a year's program by a club that takes its work seriously and thoughtfully.

The programs, sixteen in number, are designed to carry two papers each, with discussion. The programs cover the following topics: I. *The evolution of woman's position*: (1) The position of woman in primitive societies; (2) woman in Greece and Rome and under the early Christian Church; (3) woman's position and ideals of woman in the eighteenth and early nineteenth centuries; (4) the evolution of woman's legal status. II. *The woman movement*: (1) The early movement; (2) the later suffrage movement; (3) the entrance of women into industry and the professions, and the present problems of woman's vocational status and opportunities. III. *Modern theories of woman's position and functions*: (1) Woman as spender, director of consumption, and domestic economist; (2) the adventitious and parasitic woman; (3) the economic independence, or dependence of woman in relation to her moral position and character; (4) the reorganization of the home and housework. IV. *Problems of conventions and morals*: 1. Changing conventions of sex; (2) the newer idealism of woman; (3) the birth control movement. V. *Educational issues*: (1) The question of mental differences between the sexes; (2) the education of the girl. VI. *The woman of tomorrow*: (1) The content, the aim, and the significance of the contemporary woman movement as a whole.

MR. HANDMAN.

HOME ECONOMICS

HOME ECONOMICS.

The constant social and economic changes in society have so affected the institution of the home that a careful study of the factors involved in these changes is necessary. This course will consider the historical development of the home and its present status. By a study of the home problems a constructive basis will be given for the reorganization and readjustment to modern conditions.

The household budget will be the foundation for the study of the activities of the home. The value and use of the budget and household accounts will be discussed as the means of putting the home on a business basis. An intensive study will be made of each of the following in their relation to the family budget from an economic, hygienic, and sociological viewpoint:

I. Shelter:

1. Rent versus ownership, influence of location, housing standards, considering sanitary, economic, and esthetic aspects.

II. Expenses:

1. Operating expenses of the home, including water, light, fuel, cleaning supplies, and service.
2. The domestic service problem and the laundry problem.
3. Cost of maintenance with relation to cost of other items in the budget.

III Food:

1. Nutritive values of food and the relation of the diet to health.
2. The selection, preparation, and use of food considering the expenditure of money, labor, and time.

IV. Clothing:

1. Study of materials, selection and identification, determination of adulteration; comparison of ready-to-wear and home-made garments, relation of clothing to health, esthetic aspects of dress, color, line, and design as suited to the individual.

V. Health:

1. Factors influencing health of family, prevention versus cure, knowledge regarding disease as a means of prevention as well as care.

VI. Recreation:

1. Its place in the family budget.
2. Recreation as essential to normal living.
3. What constitutes recreation.

VII. Education:

1. A wise investment.
2. Educational opportunities available for the family.

VIII. Donations:

1. Their place in the family budget.
2. Should donations be made at the sacrifice of normal living for the family?

IX. Savings:

1. Proportion of income allowed for savings.
2. Investments.
3. Insurance as an investment.
4. Savings for emergencies and opportunities.

In this course the responsibility of the woman as the purchasing

agent for the home and efficiency methods and time budgets will be discussed. The effect of community problems on the home as well as the interdependence of the home and state with regard to the home-maker's responsibilities to these problems will also be discussed.

NOTE.—Arrangements can be made for a series of lectures to be given with this course.

MISS GEARING.

LAW AND PUBLIC SPEAKING

AMERICAN BUSINESS LAW.

This course is designed for business men, but may be taken with profit by students of law in the beginning of their studies. The general principles of contract law, the law of partnership, the law of corporations, the law of bailments, and the law of personal property are discussed. Special reference is made to common forms used by business men such as contracts, deeds, releases, transfers of superior titles, wills, etc. We also discuss the method of transacting business, including the manner of forming partnerships, corporations, joint stock companies, etc.

MR. MCGINNIS.

PRINCIPLES AND PRACTICE OF DEBATE.

This course will include (1) a study of the principles of argumentation and debate—analysis, evidence, proof, refutation, brief-writing, etc.; and (2) practice in debating, for which a program for ten or more debates will be furnished. The program will include references and general suggestions on the subjects submitted, and the Loan Library of the Division of Extension will lend to the club package libraries on each subject.

As an alternative to this group-study course, a program for twenty debates will be furnished. The program will list questions that are subjects of current public discussion, and the main lines of argument on both sides will be briefly outlined, with affirmative and negative references.

MR. GRISCOM.

SCIENCE AND MISCELLANEOUS TOPICS

THE VALUE OF PICTURES IN CHILD TRAINING.

This course will deal with the problem of the motion picture in child training and will attempt to analyze and evaluate the influence of the motion picture show. It will also deal with other problems of child training through visualization; such as, the use of pictures.

illustrated lectures, diagrams, and charts in the schoolroom, Sunday school, church, and home. The course is particularly adapted to teachers' clubs, parents' and teachers' associations, and women's clubs interested in educational problems.

MRS. MOORE.

MODERN PAINTING.

The aim of this course is to provide a general historical arrangement of paintings into groups so that the purpose of the great painters who have helped produce our modern art may be more clearly understood. The aims of the early landscape painters of England, the Barbizon School of France, the impressionists, the Pre-Raphaelites, the Realists, and the Classicists and their bearing on the present day work in England, France, and America will be dwelt upon.

MR. EVERETT.

THE SOCIAL WELFARE OF THE RURAL COMMUNITY.

This course is planned especially for the women's clubs and the parent-teachers' associations in small communities.

The programs, which include the following topics, are each arranged to give (1) something definite to think and talk about, and (2) something to do:

1. *Health.* (1) Some common contagious diseases and how to prevent them; (2) home and school sanitation; (3) the public health nurse and her work; (4) child welfare.

2. *Education.* The rural school of today: (1) Its organization; (2) its administration; (3) its course of study; (4) its relation to the community; (5) the county library.

3. *County Government in Texas.* (1) Officers, their qualifications, elections, functions, and salaries; (2) methods of assessing property and collecting taxes; (3) consolidation of city and county government, and county home rule.

4. *Community Recreations.* (1) Value of; (2) leadership; (3) suggestions for organizing; (4) sources of helpful material.

MISS STOLTZFUS.

READINGS IN POPULAR ASTRONOMY.

More, perhaps, than is the case with most of the other sciences, astronomy is provided with a number of excellent books that may be read with great profit and without much difficulty by persons unacquainted with mathematics and scientific methods. Astronomy is the grandest, as it is the oldest of the sciences, and the story of the sun, moon, and stars is fascinating in all its details. The mountainous surface of the dead moon, the terrific storms that continually disturb the surface of the sun, the climates that prevail on the planets, and the possibility of life on other worlds than ours are

all topics of general interest. The lecture in connection with this course will be illustrated by stereopticon slides, and in some cases use may be made of a five-inch telescope.

MR. MICHIE.

PSYCHOLOGY

THE PSYCHOLOGY OF LEARNING AND EFFICIENCY.

In this course, the psychology of habit forming and habit breaking is studied in detail, with special reference to the habits of children. In connection with habit, the larger subject of learning is studied. The process of learning to typewrite, to sew, to play the piano are used as illustrations. The psychology of the experts is the concluding topic of the course.

MR. PERRIN.

THE PSYCHOLOGICAL EFFECTS OF DRUGS AND STIMULANTS.

The emphasis in modern psychology is upon the practical application of the subject. Practical applications, in turn, center around the idea of efficiency. This course has to do with mental and physical efficiency as it is affected by drugs and stimulants. The term, "stimulants," is used in a broad sense: an emotion, a new physical environment, a group of friends, may each be considered as a stimulant; but the term is also taken to include the psychological effects of alcohol, tobacco, coffee, etc.

MR. PERRIN.

PSYCHOLOGY: SOCIAL AND APPLIED.

This course includes a study of the psychological principles underlying, and their application to, social problems. It takes up the behavior of the individual as the unit of social behavior, but not in its isolated form. Beginning with group behavior in lower animals, it traces its development and significance, finding its freest expression in man. Group behavior may be largely explained by a full description of individual behavior in its social context. Man's native tendencies and his acquired equipment are two large divisions of the discussions which make an understanding of social institutions possible. Following are some of the topics treated: instinct, sentiments, suggestibility, social progress (learning), religion, mob mind, custom, fashion, public opinion, human efficiency, mental health, intelligence, heredity, etc.

It is quite important for one to know something of the present-day movements in the applications of psychology to problems of daily life, and this course endeavors to give a brief survey of what is being done, as well as to treat of the principles of social psychology.

MR. PERRIN.

LIST OF CLUBS PURSUING GROUP-STUDY COURSES DURING THE SESSION 1923-1924

NAME OF CLUB	COURSE	TOWN
Dramatic Unit, The Woman's Forum	Modern Drama II	Abilene
First Unit of The Woman's Forum	Social Origins	Abilene
Book Lovers' Club	American Literature (Special)	Alice
Athenaeum Club	Tennyson	Amarillo
The Reading Club	The English Romantic Poets	Anderson
Woman's Club	Modern American Drama	Anson
The Current Literature Club	The English and American Short Story	Athens
The Thursday Study Club	Southern Literature	Atlanta
Altrurian Club	Southern Literature	Austin
The Wednesday Club	South America: Historical and Descriptive	Baird
Well-Kept Community Club	Southern Literature	Balmorea
Ladies' Reading Circle	The Recent English Novel	Bastrop
The Thursday Club	Recent American Literature I	Bowie
Woman's Literary Club	American Literature	Bowie
Tuesday Club	Shakespeare: <i>Richard III</i> ; <i>The Taming of the Shrew</i>	Brady
The Wednesday Study Club	Modern Painting	Breckenridge
Fortnightly Club	Modern American Drama	Brenham
Current Literature Club	American Literature	Burkburnett
University Study Club	The Woman Problem and the Woman Movement	Burkburnett
Culture Club	Home Economics	Canadian
The Culture Club	The Social Welfare of the Community	Cason
The Inter Se Club	Recent American Literature I	Celina
The Study Club	The Contemporary American Novel	Childress
The Twentieth Century Club	The Recent English Novel	Cisco
Wednesday Study Club	The Contemporary American Novel	Cleveland
Parent-Teachers' Association	The English and American Short Story	Clint
The Shakespeare Club	The English and American Short Story	Coleman
The 1921 Study Club	Social Problems	Colorado
The 1921 Study Club	The English and American Short Story	Colorado
The Standard Club	South America: Historical and Descriptive	Colorado
Study Club	Appreciation of Music	Columbus
Study Club	The British and the American Essay	Columbus
The Study Club	The Woman Problem and the Woman Movement	Comanche
Afflatus Club	American Literature	Cooper
Columbian Club	American Literature (Special)	Crowell
Hawthorne Club	Modern Drama II	Cuero
The Pierian Club	The English and American Short Story	Dallas
The Pierian Club	The English Romantic Poets	Dallas
The Shakespeare Club	The Novel in England and America	DeLeon
The Current Literature Club	Tennyson	Denton
The Twenty-one Study Club	Recent American Literature I	Desdemona
Current Events Club	Modern Drama I	Devine
Civic and Culture Club	The English Romantic Poets	Edgewood
Civic Club	Mexico: Historical and Descriptive	Edinburg
Woman's Club	Child Study	Eldorado
The New Century Club	The Contemporary American Novel	Elgin

NAME OF CLUB	COURSE	TOWN
The Advance Literary Club	The English and American Short Story	Fort Worth
American Association of University Women Reading Club	Social Problems	Fort Worth
The Poet Followers Study Club	Browning: Minor Poems and Two Dramas	Fredericksburg
The Excelsior Club	Contemporary American Novel	Garland
The Shakespeare Club	The Novel in England and America	Giddings
Woman's Literary Club	Comparative Governmental Systems	Gorman
Magazine Club	Browning: Minor Poems	Groesbeck
Unity Club	Psychology: Social and Applied	Hamlin
Monday Review Club	Recent American Literature I	Haskell
Sesame Club	Recent American Literature I	Henrietta
Etaerio Club	Southern Literature	Hillsboro
The Woman's Study Club	Modern American Drama	Hillsboro
The Tuesday Music and Literary Club	Modern American Drama	LaGrange
After-Math Club	American Literature (Special)	Lamesa
Shakespeare Club	Music Appreciation	Laredo
Junior Twentieth Century Club	Mexico: Historical and Descriptive	Littlefield
Historical and Literary Club	Browning: Minor Poems and Dramas	Longview
Study Club	The Contemporary Short Story: English and American	Lubbock
The History Club	Shakespeare: <i>Antony and Cleopatra</i> , <i>King John</i> , and <i>As You Like It</i>	Lufkin
Woman's Study Club	American Government	McAllen
Ladies of the Leaf Club	The Contemporary American Novel	Marfa
Thursday Afternoon Club	Modern Painting	Mercedes
Study Club	The English and American Short Story	Midlothian
Literary and Civic Club	Modern Drama I	Miles
The '17 Club	Modern Drama II	Moran
The Altruistic Club	South America: Historical and Descriptive	New Boston
Literature Department of Woman's Club	Social Problems	Newcastle
The Three Arts Club	Survey of English Literature II	Olney
The Acorn Club	Modern Drama I	Orange
Woman's Study Club	The Contemporary American Novel	Palestine
Arden Study Club	Psychology: Social and Applied	Palestine
The Civic Club	American Government	Palmer
Woman's Self-Improvement Club	Modern Drama I	Petrolia
Young Woman's Culture Club	Comparative Governmental Systems	Port Arthur
1904 Club	Folk-Lore and Balladry	Port Arthur
1920 Club	The Literature of Letters	Port Arthur
New Era Club	The Contemporary Short Story: English and American	Quannah
Women's Club	Psychology: Social and Applied	Ranger
The Parent-Teachers' Association	Southern Literature	Ranger
The XX Century Club	Folk-Lore and Balladry	Raymondville
Bluebonnet Club	The Psychology of Learning and Efficiency	Reveria
Saturday Club	Social Problems	Rice
The Modernist's Round Table of Woman's Club	Southern Literature	Richardson
Phoenix Club	Recent American Literature I	Rising Star
The Shakespeare Class Department, Woman's Club	Recent American Literature I	San Antonio
Psychology Class	Southern Literature	San Antonio
	Shakespeare: <i>As You Like It</i> , and <i>Henry VIII</i>	San Antonio
	Psychology: Social and Applied	San Antonio

NAME OF CLUB	COURSE	TOWN
Brackenridge Club	The Contemporary American Novel	San Marcos
New Era Club	The French Novel of the Nineteenth Century	Seagraves
Shakespeare Club	Modern American Drama	Seguin
The Harmony Study Club	The Novel in England and America	Shamrock
The Players' Club	Modern American Drama	Sherman
Wednesday Study Club	Folk-Lore and Balladry	Sherman
XX Century Club	Social Origins	Shiner
The Civic and Culture Club	The Recent English Novel	Slaton
Wednesday Study Club	Southern Literature	Slaton
Twentieth Century Club	Shakespeare: <i>Richard III</i> , <i>Twelfth Night</i> , <i>King Lear</i>	Stephenville
The Tarleton Campus Club	Modern Drama I	Stephenville
West Side Civic Club	The English and American Short Story	Stephenville
The Wimodaughsis Club	The Woman Problem and Woman Movement	Sterling City
Thursday Study Club	American Literature	Strawn
Carnegie Club	Home Economics	Terrell
Zend Avesta Club	The Contemporary Short Story: English and American	Timpson
El Progreso Club	The Woman Problem and the Woman Movement	Uvalde
Pierian Club	American Literature (Special)	Waco
The Press Club	The English and American Short Story	Waco
Sorosis Club	Modern Drama I	Wichita Falls
Travel Club	The Contemporary Short Story: English and American	Wichita Falls
Junior Travel Club	Contemporary Short Story: English and American	Wichita Falls
Unity Junior Club	Modern Drama I	Wichita Falls
Woman's Wednesday Book Club	The Contemporary American Novel	Wills Point
Culture Club	The Woman Problem and the Woman Movement	Wolfe City
Philomathic Club	Contemporary Poetry	Yoakum
Literary Club	South America: Historical and Descriptive	Yoakum

**LIST OF CLUBS PURSUING GROUP-STUDY COURSES
DURING THE SESSION 1924-1925**

NAME OF CLUB	COURSE	TOWN
The Book Lovers' Club	The Contemporary American Novel	Alice
The Book Lovers' Club	The Novel in England and America	Alice
Woman's Study Club	Browning: Minor Poems and two Dramas	Angleton
Reading Club	The Recent English Novel	Anderson
The Shakespeare Club	The Contemporary American Novel	Arlington
The Thursday Study Club	Browning: Minor Poems and Dramas	Atlanta
The American History Club	American History: Civil War and Reconstruction, 1860-1876	Austin
Wednesday Club	Mexico: Historical and Descriptive.	Baird
Maids and Matrons Club	Southern Literature	Bowie
The Thursday Club	Social Origins	Bowie
Well-Kept Community Club	The English and American Short Story	Balmorhea
Twentieth Century Club	The Recent English Novel	Breckenridge
Fortnightly Club	Southern Literature	Brenham
University Study Club	Home Economics	Burkburnett
Current Literature Club	American Literature (Special)	Burkburnett
Inter Se Club	The Woman Problem and the Woman Movement	Celina
The Book Club	Modern Drama I	Childress
Twentieth Century Club	The Contemporary American Novel	Cisco
The Shakespeare Club	American Literature	Coleman
Study Club	Social Problems	Comanche
The Study Club	The English and American Short Story	Columbus
The Affiliat Club	Southern Literature	Cooper
Study Club	Southern Literature	Coolidge
The 1923 Literary Club	Social Origins	Crosbyton
Woman's Club	The French Novel of the Nineteenth Century	Crowley, La
Current Literature Club	The Contemporary Short Story: English and American	Daingerfield
Twenty-One Study Club	Psychology: Social and Applied	Desdemona
Current Events Club	The English Romantic Poets	Devine
Mothers' Study Circle	Child Study	Dilley
Woman's Thursday Club	The Contemporary American Novel	Dublin
Study Club	Psychology: Social and Applied	Eagle Lake
Woman's Club	The Woman Problem and the Woman Movement	Eddy
Woman's Club	The Woman Problem and the Woman Movement	El Dorado
Pierian Club	Recent American Literature I	Enterprise, Ala.
Reading Club	The Contemporary Short Story: English and American	Falfurrias
Literary Club	Modern Painting	Fort Stockton
Optimist Club	The Contemporary American Novel	Freeport
Reading Club	Shakespeare: <i>King Lear</i> , <i>The Winter's Tale</i> , <i>Sonnets</i>	Fredericksburg
Woman's Study Club	Contemporary Short Story: English and American	Garland
Excelsior Club	Folk-Lore and Balladry	Gorman
The Woman's Wednesday Club	The Contemporary American Novel	Granbury
Standard Club	Modern Painting	Greenville
Woman's Literary Club	Psychology: Learning and Efficiency	Hamlin

NAME OF CLUB	COURSE	TOWN
The 1919 Study Club	The English Romantic Poets	Hedley
The Unity Club	The Contemporary American Novel	Henrietta
Sesame Club	Modern Drama I	Hillsboro
Woman's Study Club	Social Problems	Holland
The Fortnightly Club	Southern Literature	Italy
San Souci Club	The Novel in England and America	Jacksonville
Etaerio Club	The Contemporary Short Story: English and American	LaGrange
The Tuesday Music and Literature Club	Modern American Drama	Laredo
The 1920 Study Club	Social Problems	Lone Oak
The Shakespeare Club	Tennyson	Longview
As You Like It Club	Appreciation of Music	Lorenzo
Women's Study Club	Shakespeare: <i>Anthony and Cleopatra</i> , <i>Carolanus</i> , and <i>Julius Caesar</i>	Lorenzo
Historical-Literary Club	Shakespeare: <i>King John</i> and <i>Hamlet</i>	Lufkin
The Self-Culture Club	Modern Drama I	Luling
Study Club	The Woman Problem and the Woman Movement	McAllen
Woman's Reading Club	Recent American Literature I	Madisonville
The Woman's Friday Club	The Contemporary Short Story: English and American	Mexia
Woman's Study Club	Modern Painting	Mercedes
Altruistic Century Club	American Literature	Midlothian
Twentieth Century Club	Modern Drama I	Mineola
Study Club	The English and American Short Story	Moran
The '17 Club	Modern American Drama	Newcastle
The Altruistic Club	Modern American Drama	Olney
Mothers' Department, Woman's Club	Home Economics	Orange
1923 Study Club	Modern Painting	Paducah
Thursday Study Club	Recent American Literature I	Palestine
Three Arts Club	Modern American Drama	Palestine
Woman's Study Club	The French Novel of the Nineteenth Century	Palmer
Coterie Club	The Contemporary Short Story: English and American	Paris
Current Events Club	The English Romantic Poets	Pearsall
Pioneer Club	Recent American Literature I	Pittsburg
As You Like It Club	Shakespeare: <i>King John</i> , <i>King Lear</i> , <i>The Taming of the Shrew</i>	Plainview
Thursday Study Club	Modern Drama I	Plano
Reading Club	The Contemporary American Novel	Port Arthur
Young Woman's Culture Club	Psychology: Social and Applied	Port Arthur
The New Era Club	The Woman Problem and the Woman Movement	Ranger
Junior New Era Club	South America: Historical and Descriptive	Ranger
Bluebonnet Club	Recent American Literature I	Richardson
The Saturday Club	The Contemporary Short Story: English and American	Rising Star
Woman's Literary Club	Southern Literature	Rochester
1921 Study Club	Modern Drama I	Rotan
Woman's Club	The Recent English Novel	San Angelo
Athenian Club	The Novel in England and America	San Benito
Shakespeare Club	The British and the American Essay	Seguin
The Woman's Study Club	Psychology: Social and Applied	Sinton
Wednesday Study Club	American Literature	Slaton
The Civic and Culture Club	The Contemporary American Novel	Slaton

NAME OF CLUB	COURSE	TOWN
Culture Club	Shakespeare: <i>As You Like It</i> and <i>King Lear</i>	Sour Lake
Pierian Club	Survey Course in English Literature, Part I	Stamford
XXth Century Club	Contemporary Poetry	Stephenville
Wednesday Study Club	The English and American Short Story	Strawn
Waverly Club	Modern Drama I	Sulphur Springs
Self-Culture Club	Social Problems	Sweetwater
Sorosis Club	American Literature	Sweetwater
The Culture Club	American Government	Tell
Texarkana Public School Faculty	Comparative Governmental Systems	Texarkana
Texarkana Public School Faculty	Education in Texas	Texarkana
First Literary Club	Mexico: Historical and Descriptive	Tyler
The Press Club	Folk-Lore and Balladry	Waco
Matrons' Club	Southern Literature	Weinert
The Wednesday Club	American Literature (Special)	West
The Athenian Club	The English Romantic Poets	Whitesboro
Sorosis Club	The Contemporary Short Story: English and American	Wichita Falls
Literary and Service Club	Modern American Drama	Winters
The Culture Club	The English and American Short Story	Wolfe City
Women's Study Club	Modern American Drama	Woodville
Literary Club	Modern Drama II	Yoakum

THE UNIVERSITY OF TEXAS
Division of Extension

1. **The Extension Teaching Bureau.** Courses equivalent to those offered in residence at the University are taught by mail, by members of the University faculty. Extension classes are offered in those centers of the State where there is a demand for them. Group-study courses are available for study clubs.

2. **Government Research Bureau.** Information relative to the problems of municipal, state and national government may be had from this Bureau.

3. **The Industrial Teacher-Training Bureau.** Courses in trade analysis, lesson planning, methods of teaching, related-subjects work, and history of industrial education are given in industrial centers by members of the Bureau working in coöperation with the State Board for Vocational Education.

4. **The Nutrition and Health Education Bureau.** Conferences and clinics are held relative to the health and nutrition of children of pre-school age, as well as for children of school age.

5. **The Loan Library Bureau.** This Bureau collects material on all important present-day subjects and lends it, free of charge, to organizations or individuals desiring it. Special libraries will be made up on subjects on which libraries are not already prepared.

6. **The Photographic Laboratory.** This Laboratory is prepared to make lantern slides, produce negatives, and do technical photography. The Laboratory is also prepared to make motion picture films.

7. **The School Inquiry Bureau.** This Bureau assists communities in making studies of various school problems. The only cost to the communities is the actual traveling expenses of the workers.

8. **The Rural School Service Bureau.** Lecturers and rural school specialists are available for county school surveys, for lectures on school improvement, and for general assistance in directing and organizing community meetings.

9. **The University Interscholastic League.** Educational contests are promoted among the public schools of Texas in public speaking, essay writing, and spelling. It is the purpose of the League to assist in organizing and standardizing athletics. For these purposes, various bulletins are issued to assist in carrying out the work of the League.

10. **The Visual Instruction Bureau.** Lantern slide sets are distributed for educational and recreational purposes. Motion picture films are distributed through the Bureau. Information relative to this type of extension service has been prepared for distribution.

**"THE UNIVERSITY EXTENSION CAMPUS IS THE
STATE OF TEXAS."**

Address general inquiries to

T. H. SHELBY, Director,
Division of Extension,
University of Texas.